

Division of Campus Life

DIVISION HIGHLIGHTS

Office of Campus Life Student Conduct

As a result of participating in a student conduct hearing related to alcohol use, through a reflection on the incident:

- **88%** of students were able to articulate how their behavioral choices contributed to the violation.
- **73%** were able to describe the impact of their behavior on the community.
- **77%** were able to articulate a plan for the future.

17: Number of days from incident to adjudication for conduct cases. This is a 15% decrease in the amount of time from Fall 2017 and 30% from Fall 2016.
Fall 2018: 17 | Fall 2017: 20 | Fall 2016: 24
(in days)

292: Number of unique students engaged in a conduct or amnesty-related case for Fall 2018. This is down from 373 from Fall 2017.

92% of alcohol or other drug incidents requiring medical attention were a result of peer calls (“amnesty”). Overall, the Colleges saw a 43% decrease in the number of AOD-related calls requiring medical attention.

Office of Sustainability

As a result of attending a field trip and tour of the Geneva Water Treatment Plant, 100% students (9) were able to describe the process by which water goes from the lake to their faucet. This includes the location of the water intake, filtration process, additives, and volume of water each day. All 9 students who went on the tour retained the information, described the treatment process, and completed the quiz. The quiz was done online through Baseline and emailed to the students later in the day, several hours after the tour.

HEOP/AOP

The HEOP/AOP office engaged in an internal review in preparation for their external review. HEOP/AOP professionals from St. Lawrence University, Hamilton College, and Ithaca College will visit campus in March.

Recreation

Fitness Bingo- A total of **72** students and employees participated in HWS Recreation’s Fall Semester Fitness Bingo Challenge. This 5 week program looks to initiate healthy lifestyle behaviors such as drinking appropriate amounts of water, consuming a nutritional breakfast, and exercising on a regular basis.

Let’s Be Active Together- HWS Recreation this November assisted RAs in fulfilling their Health & Wellness goal by hosting HWS Recreation’s Group fitness Programming in the ResEd Halls.

Intramural Participation Update- During the month of November & December, HWS Recreation had approximately **197** Hobart & William Smith students participate in the department’s Intramural Sports Program.

Group Fitness Program- Results from HWS Recreation’s fall semester group fitness survey showed **82%** of respondents completely or mostly agreed with the statement “*it is very important to me to be a part of the HWS Recreation community.*”

Office of Student Activities

100% of respondents on the programming survey were able to name at least one take-away from attending a campus event.

For example, students reported that Friday Flix assisted with “a free form of self-care,” that Homecoming created “a campus community,” that Haunted Houghton provided a “substance free opportunity for a fun weekend activity,” and that Fall Nationals provided a chance to “learn about the tradition of soapbox racing at HWS.”

85% of respondents self-reported making a connection with another student, staff, faculty, or community member as a result of attending a campus event.

Counseling Center

14.5% of enrolled HWS students have utilized the counseling center this Fall semester. **70%** of survey respondents in counseling agreed at some-level that “having access to counseling made it possible for me to stay in school.”

76% of students in counseling report anxiety as their presenting concern.

A quarter of students in counseling report loneliness and homesickness as a concern.

Orientation | Personal Empowerment: #ThisIsHWS

As a result of participating in #ThisIsHWS, **100%** of student respondents were able to describe empathy and active listening at developing competency or higher. **45%** of students were able to describe skills related to active listening and **31%** were able to describe at least one thing they can do in a conversation to demonstrate empathy.

A more thorough review of indirect assessment (satisfaction survey) and the direct assessment (describe empathy/active listening) resulted in the following observations:

- **85%** of respondents said the program encouraged them to talk with peers; **83%** reported the program helped them reflect on their experiences and **73%** reported the program helped them understand how their experiences impacted their identity.
- **The more students used the booklet to write and reflect, the higher their active listening score** (Students who more strongly agreed with the statement “The #ThisIsHWS booklet was helpful in the personal reflection” were more likely to have a higher active listening score (.197*)
- **During the “sharing” component of the program, students who actively shared with a peer were more likely to report the program “helped me reflect on my experiences” and “understand how experiences impacted who I am today” (.270** and .350**)**
- **Students who participated fully in the program (reflecting, sharing, and taking a photograph) were more likely to recommend the program for next year (.431**)**

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

MISSION: The Division of Campus Life empowers students to become self-reflective world citizens by providing co-curricular learning opportunities to enhance student growth, skill development, and personal wellness. We foster an inclusive, diverse community in which students develop a commitment to service as they grow to a deeper understanding of the relationship between self and others.

Assesstivius 2.0

January 14, 2019 | Keynote

Social Listening: An Always-On Focus Group

Finding and analyzing online conversations from a particular group of people (students, campus community members) or about a particular topic (campus life, enrollment procedures) can yield actionable insights in a much less intrusive way than traditional focus groups. Learn more about this innovative form of assessment and hear case studies of other campuses that are using it to inform their enrollment, engagement, marketing, and development strategies.



About Liz

Dr. Liz Gross is a data-driven researcher and scholar who specializes in creating entrepreneurial social media strategies in higher education. Her professional super power is to embolden colleges and universities and help them launch modern market research strategies using social listening. Teaching is Liz's passion and she brings that to colleges and universities as the founding Director of Campus Sonar, a specialized social listening agency that matches high-value social media intelligence and engagement opportunities to organizational strategic initiatives.

Liz is also an award-winning speaker, author and strategist who was recently named a 2018 Mover and Shaker by Social Shake-Up Show. She has delivered top-rated talks at SXSW, SXSW EDU, the American Marketing Association Symposium, the Carnegie Conference and others.

Liz has more than 15 years' experience spanning the private and public sector including Great Lakes Higher Education Corporation, University of Wisconsin-Milwaukee and University of Wisconsin-Waukesha. She received a Ph.D. in Leadership for the Advancement of Learning and Service in Higher Education at Cardinal Stritch University, a master's degree in educational policy and leadership from Marquette University, and a bachelor's degree in interpersonal communication from the University of Wisconsin-Stevens Point.

Find out more at lizgross.net

Ask the
Assessment
Committee

What's the difference between Direct and Indirect assessment?!

"**Direct assessment** is a something where you ask a student to tell or show you what they know. For example, if you ask "when responding to an emergency situation, what are the steps for scene assessment and activation?" and they tell you the specific steps, such as "making sure the scene is safe," that is direct assessment. With **indirect assessment**, you're asking students *their perception of what they know*—students rating themselves—versus students telling you the answer." ~ Judy Wentzel, Recreation



Preparing and Reflecting on Your Assessment

As Campus Life continues to cultivate a culture of inquiry and enhancement in offices and departments, consider these steps when preparing a survey, rubric, focus group, other assessment strategy.

STEP ONE: Think about your method

Is a survey the best option? Could you do an informal focus group, observations with rubrics, re-interviews, or reflective journals? Take a look at the Creative Assessment guide on the Campus Life website for additional information.

STEP TWO: Plan your assessment

Once you plan your assessment, make sure you're asking specific questions that will provide you the most relevant insight for the project. Plan a timeline and submit to Campus Life. If your request is submitted well in advance, we can ensure you're first on the schedule and, if you wish, the Campus Life Assessment Committee provides feedback on your process.

STEP THREE: Close the loop

The Campus Life Assessment Committee would love to not only hear about your results, and help your draft how you could draft your results into an assessment highlight, and display your results in reports, campaigns, or key performance indicators, but we also want to hear what went well, what didn't, and what you learned from your assessment process. Send Brandon an e-mail at barile@hws.edu as you think about your direct assessment opportunities.